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ABSTRACT

A 1976 survey of 741 Utah women educators revealed that very few of them aspire to administrative positions in the public schools. Superintendents were also surveyed to assess their attitudes about women in administration. Of the 40 Utah superintendents, 32 responded. The typical woman educator is not prepared, preparing, nor planning for an administrative position. Only 6 percent of the women now hold an administrative endorsement; 3 percent expect an administrative endorsement by 1980, and 2 percent plan for such an endorsement after 1980. Qualified Utah women educators prefer mid-level administrative positions. Of the women who report experience in school administration, five times as many report experience in staff positions as report experience in line positions. Over half of the women expect at least moderate discrimination. Whereas most women expected encouragement for careers for women in educational administration from their husbands and families, their superintendents expected resistance from these same people. On the other hand, proportionally more superintendents expected encouragement for women to enter administration from district staff members and themselves than did the women educators. (Author/MLF)

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UTAH WOMEN EDUCATORS IN SCHOOL ADMINISTRATION

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INTRODUCTION

The administration of the public schools in America is almost exclusively dominated by men. The percentage of women in administration has been dropping steadily over the past three decades.[1] There are still many women in education, but they are in the classroom.[2]

A number of studies have been conducted since the mid-fifties to compare the behavior of male and female principals. The results of the studies have failed to demonstrate that the characteristics of successful leadership are sex-linked.[3] Generally, the results do not show evidence of an attitudinal bias favoring men, but any review of employment statistics will reveal a preponderance of male administrators in education.[4]

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[1]Barbara Krohn, "The Puzzling Case of the Missing Ms.," Nations Schools and Colleges, I, No. 3(November, 1974), 32.

[2]Andrew Fishel and Janice Pottker, "Performance of Women Principals: A Review of Behavioral and Attitudinal Studies," Journal of the National Association for Women Deans, Administrators, and Counselors, XXVIII, No. 3 (Spring, 1975), 110.

[3]Ibid.

[4]Krohn, p. 33.

Elizabeth Koontz, Chief of the Women's Department of the U.S. Department of Labor, described four general kinds of discrimination against women:

> Legal discrimination by which legislation once used for their protection can be used now to deny them jobs. . . educational discrimination that has denied women equal access to vocational training, business schools, and graduate school. . . economic discrimination by which women are not given equal consideration for jobs, job training or advancement. . . psychological discrimination by which women are conditioned to believe that they were never meant to aspire very high and that inequality is the natural state of affairs.[5]

Of the four, psychological discrimination is probably the most basic and far-reaching. This is the cultural force which acts upon men and women alike, teaching them to perceive each other in particular roles, and then teaching them to play the roles they have learned to perceive. Krohn noted that if women are under-represented in school administration it is because they do not seek nor prepare themselves to enter public school administration.[6]

Numerous programs have been developed to help change societal attitudes about women, and to revise women's attitudes about themselves.[7] On July 21, 1975, the U.S. Congress adopted new guidelines for Title IX of the Omnibus Education Act prohibiting discrimination in

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[5]Krohn, p. 34.

[6]Krohn, p. 36.

[7]Krohn, p. 35.

the schools on the basis of sex.[8] School districts around the nation have adopted programs to encourage women to enter public school administration.[9]

It may yet be some time before women are convinced that they have a legitimate place in public school administration, and before they begin to prepare themselves for administrative positions. Women teachers do not yet picture themselves in the school administrator's role.

THE PROBLEM

The central problem area of this study lies in the discrepancy between the need to fully utilize all of the administrative talents of the whole population of professional educators, and the fact that a large segment of that population has not participated equally in all aspects of education. Though the effects of psychological and other forms of discrimination are being gradually diminished, there is no evidence that significant numbers of women are preparing or planning for administrative responsibilities in the public schools.

Statement of Purpose

The purpose of this study was to determine, in Utah in 1976, the number of women educators prepared,

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[8]Butch Howington, "HEW Ruling: Schools Must End Sex Bias," The Daily Universe (Provo, Utah), July 23, 1975, p. 1.

[9]Krohn, p. 35.

preparing, or planning for administrative positions in the public schools, and to determine the attitudes of women educators and school superintendents in Utah toward women in public school administration.

Questions to be Answered

The following questions were posed to provide a framework for the development of the study and the analysis of the data gathered.

1. In 1976, how many Utah women in education were preparing or planning for administrative positions in the public schools?

2. What was the attitude of Utah women educators in 1976 toward opportunities for placement in administration for themselves and for women generally?

3. How would Utah women in education in 1976 rate selected factors and persons in terms of their influence on women to prepare or plan for administrative positions in the public schools?

4. What were the attitudes of Utah school superintendents in 1976 toward women in public school administration?

Delimitations of the Study

This study was limited to an analysis of the responses of women educators in Utah in 1976 regarding their preparation or plans for administrative positions

in the public schools. It was also limited to the attitudes of Utah women educators and school superintendents toward women in public school administration.

Definition of Terms

For the purposes of this study selected terms were defined:

Administrative positions. Administrative positions are those positions in the Utah public schools which require an administrative endorsement to the teaching certificate.

Line positions. Line positions are those administrative positions which include direct responsibility for the performance of other professional staff, and includes superintendents, assistant or deputy superintendents, principals and vice-principals.

Staff positions. Staff positions are those administrative positions wherein there is no direct responsibility for the performance of other professional staff, and includes supervisors, directors and coordinators.

METHODS AND PROCEDURES

To achieve the purposes of this study two questionnaires were developed to elicit the data necessary to answer the research questions. The questionnaires

were mailed to a sample of women educators in Utah and to Utah school superintendents. The data received from the questionnaires were tabulated and analyzed.

Selection of Participants

There were two groups of participants in the study.

Utah women educators. A sample of women educators was drawn from an alphabetized list of all women educators listed on the Annual Information survey of Utah school districts conducted by the Utah State Board of Education for the 1974-75 school year. A computer programmed table of random numbers was used to select a sample of 1,000 names from a total listing of 7,648 women reported. Of the 1,000 questionnaires mailed, 119 were returned as undeliverable. Of the remaining 881 questionnaires, 741 (84 percent) useable questionnaires were returned after the original and three follow-up mailings.

Utah school superintendents. All Utah school superintendents listed in the 1975-76 Utah Public School Directory were surveyed. A total of 31 (77.5 percent) questionnaires were returned after the original and three follow-up mailings.

Instruments

Two questionnaires were used to gather the data for this study. The questionnaires were developed to gain information to answer the study questions. There was one

questionnaire for women educators and another for school superintendents.

Procedure

A letter was sent to each of the selected participants requesting cooperation in achieving the purposes of the study. Also included was a questionnaire and a stamped return envelope. The return envelope sent to the women educators was coded in order to keep a record of respondents. Superintendents received a postal card to return separately so a record could be kept of who had responded.

Treatment of the Data

The questionnaire for women educators contained survey items relating to the educators' educational experience, plans and preparation for, and attitudes about a career in public school administration. Forty-six tables were constructed to illustrate the responses to three items. The responses were varied by the respondents' college degree, the student population of her school district, and her marital status. The data in Table 1 illustrate the number and percent of respondents in the sample by each of these characteristics. A review of data in this table indicates that some of the groups are very unevenly divided. Because of the smallness of numbers of respondents with educational specialist degrees, doctorate degrees, and widowed or divorced women, these groups are not used in some analyses.

Educational positions held. An examination of the data in Table 2 reveals that none of the respondents holding bachelor's degrees reported any experience as

Table 1

Summary of Utah Women Educators Surveyed (1976)
By College Degree, Size of District,
and Marital Status

	No.	%
College Degree		
Bachelor's	591	80.74
Master's	132	18.03
Educational Specialist	7	.96
Doctorate	2	.27
Total	732	100.00
Size of District		
Less than 2,000 students	60	8.13
2,000 to 5,000 students	89	12.06
5,001 to 10,000 students	151	20.46
Over 10,000 students	405	54.88
No response	33	4.47
Total	738	100.00
Marital Status		
Single	104	14.17
Married	539	73.43
Widowed	42	5.72
Divorced	49	6.68
Total	734	100.00

Table 2

Years of Experience in Educational Positions Reported by Utah Women Educators (1976) Holding Bachelor's Degrees

	Less Than 5 Years		5 - 9 Years		10 - 14 Years		15 or More Years		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
Classroom Teacher	136	23.01	166	28.09	113	19.12	153	25.89	18	3.05
Counselor	7	1.18	2	.34	2	.34	5	.85	575	97.29
Special Education Teacher	19	3.21	11	1.86	13	2.20	10	1.69	537	90.86
Media Coordinator	10	1.69	10	1.69	5	.85	4	.68	559	94.59
Department Chairperson	24	4.91	7	1.18	4	.68	2	.34	549	92.89
Assistant Principal	0	0.00	0	0.00	0	0.00	0	0.00	591	100.00
Principal	8	1.35	2	.34	0	0.00	2	.34	579	97.97
Other School-level Position	14	2.37	4	.68	4	.68	0	0.00	569	96.28
Supervisor	6	1.02	2	.34	3	.51	2	.34	578	97.80
Curriculum Director	6	1.02	0	0.00	0	0.00	0	0.00	585	98.98
Assistant or Deputy Superintendent	0	0.00	0	0.00	0	0.00	0	0.00	591	100.00
Superintendent	0	0.00	0	0.00	0	0.00	0	0.00	591	100.00
Other District-level Position	2	.34	0	0.00	1	.17	0	0.00	588	99.49

superintendent, assistant superintendent or assistant principal. About equal numbers report experience as principal (1.69 percent), supervisor (2.21 percent), or curriculum director (1.02 percent). More of these women served as special educational teacher (8.96 percent) or department chairperson (7.11 percent) than in any other nonclassroom teaching position.

An analysis of the data in Table 3 reveals that women with master's degrees report no experience as superintendent or assistant principal, but that several women have experience as principal, supervisor or curriculum director. The positions other than classroom teacher most often reported held by these educators are: special education teacher (18.19 percent), department chairperson (16.68 percent) or counselor (16.67 percent).

The responses of women with educational specialist and doctoral degrees are reported in Table 4. A review of these data discloses that these women have not had experience as superintendent, assistant superintendent or assistant principal. One respondent reports service as a principal, one as a supervisor and one as a curriculum director. Outside of classroom teaching the position most often reported to have been held by these women is special education teacher (33.33 percent), counselor (22.22 percent), and media coordinator (22.22 percent).

Table 3

Years of Experience in Educational Positions Reported by Utah Women Educators (1976) Holding Master's Degrees

	Less Than 5 Years		5 - 9 Years		10 - 14 Years		15 or More Years		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
Classroom Teacher	16	12.12	22	16.67	34	25.76	44	33.33	14	10.61
Counselor	8	6.06	6	4.55	3	2.27	5	3.79	110	83.33
Special Education Teacher	8	6.06	9	6.82	6	4.55	1	.76	108	81.82
Media Coordinator	6	4.55	2	1.52	5	3.79	2	1.52	117	88.64
Department Chairperson	6	4.55	10	7.58	2	1.52	4	3.03	110	83.33
Assistant Principal	0	0.00	1	.76	0	0.00	0	0.00	131	99.24
Principal	3	2.27	1	.76	0	0.00	0	0.00	128	96.97
Other School-level Position	8	6.06	6	4.55	1	.76	3	2.27	114	86.36
Supervisor	3	2.27	2	1.52	0	0.00	0	0.00	127	96.21
Curriculum Director	5	3.79	0	0.00	0	0.00	0	0.00	127	96.21
Assistant or Deputy Superintendent	0	0.00	0	0.00	0	0.00	0	0.00	132	100.00
Superintendent	0	0.00	0	0.00	0	0.00	0	0.00	132	100.00
Other District-level Position	6	4.55	5	3.79	1	.76	1	.76	119	90.15

Table 4

Years of Experience in Educational Positions Reported by Utah Women Educators (1976) Holding Educational Specialist and Doctor's Degrees

	Less Than 5 Years		5 - 9 Years		10 - 14 Years		15 or More Years		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
Classroom Teacher	3	33.33	1	11.11	3	33.33	1	11.11	1	11.11
Counselor	1	11.11	1	11.11	0	0.00	0	0.00	7	77.78
Speical Education Teacher	0	0.00	1	11.11	1	11.11	1	11.11	6	66.67
Media Coordinator	1	11.11	0	0.00	1	11.11	0	0.00	7	77.78
Department Chairperson	1	11.11	0	0.00	0	0.00	0	0.00	8	88.89
Assistant Principal	0	0.00	0	0.00	0	0.00	0	0.00	9	100.00
Principal	0	0.00	1	11.11	0	0.00	0	0.00	8	88.89
Other School-level Position	0	0.00	0	0.00	0	0.00	0	0.00	9	100.00
Supervisor	1	11.11	0	0.00	0	0.00	0	0.00	8	88.89
Curriculum Director	1	11.11	0	0.00	0	0.00	0	0.00	8	88.89
Assistant or Deputy Superintendent	0	0.00	0	0.00	0	0.00	0	0.00	9	100.00
Superintendent	0	0.00	0	0.00	0	0.00	0	0.00	9	100.00
Other District-level Position	0	0.00	0	0.00	0	0.00	0	0.00	9	100.00

A summary of years of experience reported is shown in Table 5. Responses recorded in this table illustrate that teaching in special education is the position outside of the classroom most often held by the respondents (11.07 percent). The positions least often held by respondents were: superintendent and assistant superintendent (0.00 percent), assistant principal (0.13 percent), curriculum director (1.88 percent), principal (2.43 percent) and supervisor (2.82 percent). Few women report any experience in administrative line positions (2.59 percent) as opposed to administrative staff positions (13.66 percent).

Plans to apply within five years. Respondents' plans to apply for different educational positions during the next five years are reported in Table 6 through 9.

In Table 6 the data are varied by college degree. Study of that data reveals few differences between these groups of respondents. The largest difference lies between the number of educators with bachelor's degrees planning to become supervisors (2.03 percent) and those with master's degrees planning on a position in supervision (9.85 percent). More women with master's degrees plan to apply for a different educational position within five years (50 percent) than women with bachelor's degrees (33.16 percent).

Table 7 illustrates these data varied by size of the school district of the respondents. Analysis of these

Table 5

Summary of Years of Experience in Educational Positions Reported by Utah Women Educators (1976)

	Less Than 5 Years		5 - 9 Years		10 - 14 Years		15 or More Years		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
Classroom Teacher	155	20.92	191	25.78	153	20.65	201	27.13	34	4.59
Counselor	16	2.16	9	1.21	5	.67	10	1.35	701	94.60
Special Education Teacher	27	3.64	21	2.83	21	2.83	12	1.62	659	88.93
Media Coordinator	18	2.43	13	1.75	11	1.48	6	.81	690	93.12
Department Chairperson	36	4.86	17	2.29	6	.81	6	.81	676	91.23
Assistant Principal	0	0.00	1	.13	0	0.00	0	0.00	740	99.87
Principal	12	1.62	4	.54	0	0.00	2	.27	723	97.57
Other School-level Position	22	2.97	10	1.35	5	.67	3	.40	701	94.60
Supervisor	11	1.48	5	.67	3	.40	2	.27	720	97.17
Curriculum Director	13	1.75	1	.13	0	0.00	0	0.00	727	98.11
Assistant or Deputy Superintendent	0	0.00	0	0.00	0	0.00	0	0.00	741	100.00
Superintendent	0	0.00	0	0.00	0	0.00	0	0.00	741	100.00
Other District-level Position	8	1.08	5	.67	2	.27	1	.13	725	97.84

Table 6

Utah Women Educators (1976) Planning to Apply for Different Educational Positions During the Next Five Years by College Degree

	Bachelor's Degree		Master's Degree		Education Specialist		Doctorate	
	No.	%	No.	%	No.	%	No.	%
Classroom Teacher	78	13.20	8	6.06	1	14.29	0	0.00
Counselor	20	3.38	5	3.79	1	14.29	0	0.00
Special Education Teacher	31	5.25	6	4.55	0	0.00	0	0.00
Media Coordinator	11	1.86	5	3.79	0	0.00	0	0.00
Department Chairperson	11	1.86	3	2.27	0	0.00	0	0.00
Assistant Principal	5	.85	1	.76	0	0.00	0	0.00
Principal	5	.85	4	3.03	0	0.00	0	0.00
Other School-level Position	8	1.35	5	3.79	0	0.00	0	0.00
Supervisor	12	2.03	13	9.85	1	14.29	0	0.00
Curriculum Director	10	1.69	5	3.79	0	0.00	0	0.00
Assistant or Deputy Superintendent	0	0.00	1	.76	0	0.00	0	0.00
Superintendent	0	0.00	1	.76	0	0.00	0	0.00
Other District-level Position	5	.85	9	6.82	1	14.29	0	0.00
TOTAL	196	33.16	66	50.00	4	57.14	0	0.00

Table 7

Utah Women Educators (1976) Planning to Apply for Different Educational Positions During the Next Five Years by Size of District

	Less Than 2,000 Students		2,001 - 5,000 Students		5,001 - 10,000 Students		Over 10,000 Students	
	No.	%	No.	%	No.	%	No.	%
Classroom Teacher	9	15.00	15	16.85	20	13.25	42	10.37
Counselor	5	8.33	5	5.62	4	2.65	12	2.96
Special Education Teacher	3	5.00	8	8.99	7	4.64	17	4.20
Media Coordinator	2	3.33	1	1.12	3	1.99	10	2.47
Department Chairperson	0	0.00	1	1.12	6	3.97	7	1.73
Assistant Principal	0	0.00	0	0.00	2	1.32	3	.74
Principal	1	1.67	1	1.12	2	1.32	5	1.23
Other School-level Position	0	0.00	2	2.25	1	.66	10	2.47
Supervisor	2	3.33	4	4.49	5	3.31	15	3.70
Curriculum Director	0	0.00	3	.37	1	.66	10	2.47
Assistant or Deputy Superintendent	0	0.00	1	1.12	0	0.00	0	0.00
Superintendent	0	0.00	1	1.12	0	0.00	0	0.00
Other District-level Position	1	1.67	1	1.12	1	.66	11	2.72
TOTAL	23	38.33	43	48.31	52	34.44	142	35.06

Table 8

Utah Women Educators (1976) Planning to Apply for Different Educational Positions During the Next Five Years by Marital Status

	Single		Married		Widowed		Divorced	
	No.	%	No.	%	No.	%	No.	%
Classroom Teacher	23	22.12	58	10.76	2	4.76	6	12.24
Counselor	8	7.69	16	2.97	0	0.00	2	4.08
Special Education Teacher	7	6.73	26	4.82	0	0.00	3	6.12
Media Coordinator	4	3.85	11	2.04	0	0.00	1	2.04
Department Chairperson	3	2.88	10	1.86	0	0.00	1	2.04
Assistant Principal	1	.96	5	.93	0	0.00	0	0.00
Principal	1	.96	6	1.11	1	2.38	1	2.04
Other School-Level Position	4	3.85	7	1.30	0	0.00	2	4.08
Supervisor	1	.96	18	3.34	2	4.76	5	10.20
Curriculum Director	1	.96	12	2.23	0	0.00	2	4.08
Assistant or Deputy Superintendent	0	0.00	1	.19	0	0.00	0	0.00
Superintendent	0	0.00	1	.19	0	0.00	0	0.00
Other District-level Position	0	0.00	14	2.60	1	2.38	0	0.00
TOTAL	53	50.96	185	34.32	6	14.29	23	46.94

Table 9

Summary of Utah Women Educators (1976) Planning to Apply for Different Educational Positions During the Next Five Years

	No.	%
Classroom Teacher	87	11.74
Counselor	26	3.51
Special Education Teacher	37	4.99
Media Coordinator	16	2.16
Department Chairperson	14	1.89
Assistant Principal	6	.81
Principal	9	1.21
Other School-level Position	13	1.75
Supervisor	26	3.51
Curriculum Director	15	2.02
Assistant or Deputy Superintendent	1	.13
Superintendent	1	.13
Other District-level Position	15	2.02
TOTAL	266	35.90

data reveal generally similar plans among these groups of respondents. There is a slight tendency for women from smaller districts to favor counseling and special education more than women from larger districts, and a few more women from larger districts plan for a department chair or for a position as curriculum director.

Table 8 contains the same data as Table 7 except the data are categorized according to the marital status of the teachers. An examination of the data reveals that a few more single women than married women plan for positions as counselor and special education teacher, whereas slightly more married women than single women plan for positions as supervisors and curriculum directors. The largest percentage of one of these groups planning for the same position is 10.20 percent of the divorced women planning for supervision. More single and divorced women report plans for change in their educational position than married or widowed women.

Reported in Table 9 is a summary of the plans of all respondents to apply for different educational positions during the next five years. An analysis of these data shows that 35.90 percent of all respondents are planning to change their educational position. The positions outside of classroom teaching most often planned for are: special education teacher (4.99 percent), counselor (3.51 percent), and supervisor (3.51 percent). The positions planned for least often by Utah women

educators are superintendent (0.13 percent), assistant superintendent (0.13 percent), assistant principal (0.81 percent) and principal (1.21 percent).

Endorsements to the teaching certificate now held. Utah women educators surveyed who hold special endorsements to their teaching certificate are reported in Table 10 through 12.

Table 10 contains these data categorized by the college degree of the respondents. Examination of these data reveal that women with higher degrees are more likely to have one or more endorsements to the teaching certificate. Women with an educational specialist degree average almost one and one-half endorsements per educator. Among women with bachelor degree's the early childhood endorsement clearly predominates (19.12 percent). The endorsements most often held by women with master's degrees are for counseling (18.18 percent), early childhood education (18.94 percent), and special education (16.67 percent). The endorsements most often earned by women with an educational specialist degree are for media (42.86 percent) and early childhood (28.57 percent). One woman with her doctorate and one woman with her educational specialist degree each report holding an administrative endorsement. Of all women 3.38 percent with bachelor degrees and 8.33 percent of all women with master's

Table 10

Utah Women Educators (1976) Holding Special Endorsements to the Teaching Certificate by College Degree

	Bachelor's Degree		Master's Degree		Educational Specialist		Doctorate	
	No.	%	No.	%	No.	%	No.	%
School Counselor	12	2.03	24	18.18	1	14.29	0	0.00
School Psychologist	0	0.00	9	6.82	0	0.00	0	0.00
Early Childhood	113	19.12	25	18.94	2	28.57	1	50.00
Special Education	51	8.63	22	16.67	3	42.86	0	0.00
Media Specialist	42	7.11	10	7.58	3	42.86	0	0.00
Driver's Education	2	.34	13	9.85	0	0.00	0	0.00
Administration, Elementary	11	1.86	5	3.79	1	14.29	0	0.00
Administration, Secondary	5	.85	3	2.27	0	0.00	0	0.00
Administration, General	4	.68	3	2.27	0	0.00	1	50.00
TOTAL	240	40.61*	114	86.36*	10	142.86*	2	100.00*

*Percents are not equal to 100 because they represent the number of persons holding the respective endorsement and in some cases one person holds two or more endorsements. e.g. There were seven people with the educational specialist degree and among them they held a total of ten endorsements.

Table 11

Utah Women Educators (1976) Holding Special Endorsements to the Teaching Certificate by Size of District

	Less Than 2,000 Students		2,000 - 5,000 Students		5,001 - 10,000 Students		Over 10,000 Students	
	No.	%	No.	%	No.	%	No.	%
School Counselor	1	1.67	4	4.49	4	2.65	27	6.67
School Psychologist	0	0.00	0	0.00	0	0.00	9	2.22
Early Childhood	11	18.33	19	21.35	35	23.18	70	17.28
Special Education	4	6.67	11	12.36	14	9.27	44	10.86
Media Specialist	5	8.33	7	7.87	12	7.95	32	7.90
Driver's Education	1	1.67	0	0.00	1	.66	0	0.00
Administration, Elementary	1	1.67	4	4.49	5	3.31	12	2.96
Administration, Secondary	1	1.67	0	0.00	4	2.65	5	1.23
Administration, General	0	0.00	2	2.25	0	0.00	7	1.73
TOTAL	24	40.00	47	52.81	75	49.67	203	50.12

Table 12

Utah Women Educators (1976) Holding Special Endorsements to the Teaching Certificate by Marital Status

	Single		Married		Widowed		Divorced	
	No.	%	No.	%	No.	%	No.	%
School Counselor	7	6.73	24	4.45	3	7.14	3	6.12
School Psychologist	3	2.88	4	.74	1	2.38	1	2.04
Early Childhood	13	12.50	101	18.74	15	35.71	12	24.49
Special Education	8	7.69	56	10.39	7	16.67	6	12.24
Media Specialist	6	5.77	41	7.61	4	9.52	5	10.20
Driver's Education	0	0.00	2	.37	0	0.00	0	0.00
Administration, Elementary	4	3.85	17	3.15	2	4.76	2	4.08
Administration, Secondary	3	2.88	5	.93	0	0.00	2	4.08
Administration, General	1	.96	7	1.30	1	2.38	0	0.00
TOTAL	45	43.69	257	47.68	33	78.57	31	63.27

degrees also hold administrative endorsements to their teaching certificate.

The data are grouped by district size in Table 11. Study of the data in the table show that 40 percent of the women from the smallest districts hold endorsements whereas almost 50 percent of women from all other districts hold endorsements to their certificates. The early childhood endorsement is held by the largest number of women in all of these groups. The special education endorsement is second among all groups but the smallest districts where media takes second place and special education third place. Women from the largest districts seem to favor the counseling and school psychologist endorsements. A few administrative endorsements are reported by almost equal percentages of women in each group except for those in the smallest districts where that endorsement is even less common.

The data in Table 12 are categorized according to marital status. A review of these data reveals that widowed and divorced women hold more endorsements to the teaching certificate than do single or married women. The endorsement held by most women in every group is for early childhood education. The endorsement reported next frequently is for special education. A small number of administrative endorsements are reported uniformly in all groups. Divorced women report that 8.16 percent of their number hold administrative endorsements whereas 5.38

percent of the married women have the same endorsement. Administrative endorsements are reported by 7.69 percent of the single women and 7.14 percent of the widowed women teachers.

Endorsements to the teaching certificate expected by 1980. Tables 13 through 15 report the expectations of Utah women to qualify for a special endorsement to their teaching certificate by 1980.

Table 13 presents these data according to the college degree of the respondents. A review of this table shows that only 105 (14.34 percent) of the respondents indicate expectations to qualify for a new endorsement within the next five years. The largest differences between groups shown in this table favor those expecting the general administrative endorsement (3.79 percent with master's degrees against 0.17 percent with bachelor's degrees), and those expecting the school psychologist's endorsement (3.03 percent with master's degrees against 0.68 percent with bachelor's degrees).

The data are categorized by district size in Table 14. Examination of these data indicate that most women in all but the largest districts are expecting a special education endorsement. The counseling endorsement is the endorsement expected by most women from the largest districts. Only one woman from the two smaller groups of districts expects to qualify for an administrative

Table 13

Utah Women Educators (1976) Expecting Special Endorsements to the Teaching Certificate by 1980 by College Degree

	Bachelor's Degree		Master's Degree		Educational Specialist		Doctorate	
	No.	%	No.	%	No.	%	No.	%
School Counselor	19	3.21	4	3.03	0	0.00	0	0.00
School Psychologist	4	.68	4	3.03	0	0.00	0	0.00
Early Childhood	11	1.86	1	.76	0	0.00	0	0.00
Special Education	22	3.72	3	2.27	0	0.00	0	0.00
Media Specialist	11	1.86	3	2.27	0	0.00	0	0.00
Driver's Education	0	0.00	0	0.00	0	0.00	0	0.00
Administration, Elementary	9	1.52	2	1.52	0	0.00	0	0.00
Administration, Secondary	6	1.02	0	0.00	0	0.00	0	0.00
Administration, General	1	.17	5	3.79	0	0.00	0	0.00
TOTAL	83	14.04	22	16.67	0	0.00	0	0.00

Table 14

Utah Women Educators (1976) Expecting Special Endorsements to the Teaching Certificate by 1980 by Size of District

	Less Than 2,000 Students		2,000-5,000 Students		5,001-10,000 Students		Over 10,000 Students	
	No.	%	No.	%	No.	%	No.	%
School Counselor	3	5.00	5	5.62	5	3.31	10	2.47
School Psychologist	0	0.00	2	2.25	1	.66	5	1.23
Early Childhood	1	1.67	1	1.12	5	3.31	6	1.48
Special Education	5	8.33	5	5.62	6	3.97	8	1.98
Media Specialist	1	1.67	2	2.25	2	1.32	8	1.98
Driver's Education	0	0.00	0	0.00	0	0.00	0	0.00
Administration, Elementary	0	0.00	0	0.00	6	3.97	5	1.23
Administration, Secondary	0	0.00	1	1.12	1	.66	4	.99
Administration, General	0	0.00	0	0.00	1	.66	6	1.48
TOTAL	10	16.67	16	17.98	27	17.88	52	12.84

Table 15

Utah Women Educators (1976) Expecting Special Endorsements to the Teaching Certificate by 1980 by Marital Status

	Single		Married		Widowed		Divorced	
	No.	%	No.	%	No.	%	No.	%
School Counselor	8	7.69	14	2.60	0	0.00	1	2.04
School Psychologist	1	.96	4	.74	1	2.38	2	4.08
Early Childhood	3	2.88	8	1.48	2	4.76	0	0.00
Special Education	7	6.73	15	2.78	0	0.00	2	4.08
Media Specialist	1	.96	13	2.41	0	0.00	0	0.00
Driver's Education	0	0.00	0	0.00	0	0.00	0	0.00
Administration, Elementary	1	.96	9	1.67	0	0.00	1	2.04
Administration, Secondary	1	.96	5	.93	0	0.00	0	0.00
Administration, General	0	0.00	5	.93	1	2.38	1	2.04
TOTAL	22	21.15	73	13.54	4	9.52	7	14.29

endorsement. Administrative endorsements are expected by 5.29 percent of those from districts of 5,001 to 10,000 students and 3.70 percent of those from districts of over ten thousand students. Women from districts of 5,001 to 10,000 students tend more to expect the elementary administrative endorsement (3.97 percent) than either the secondary administrative (0.66 percent) or the general administrative (0.66 percent) endorsement.

Table 15 shows the data according to marital status. A review of this information shows that the largest number of women expecting a new endorsement to the teaching certificate by 1980 are single (21.15 percent) and the smallest number expecting a new endorsement are widowed (9.52 percent). The counseling endorsement is planned for most often by single women and is that group's first choice. Divorced women more frequently expect an administrative endorsement (4.08 percent) than married (3.53 percent), widowed (2.38 percent) or single women (1.92 percent).

Endorsements to the teaching certificate planned for after 1980. Responses of Utah women planning for special endorsements to their teaching certificate after 1980 are recorded in Tables 16 through 18. These responses are categorized by college degree in Table 16, district size in Table 17 and marital status in Table 18. A review of these tables reveals very slight differences

Table 16

Utah Women Educators (1976) Planning for Special Endorsements to the Teaching Certificate After 1980 by College Degree

	Bachelor's Degree		Master's Degree		Educational Specialist		Doctorate	
	No.	%	No.	%	No.	%	No.	%
School Counselor	6	1.02	1	.76	0	0.00	0	0.00
School Psychologist	1	.17	1	.76	0	0.00	0	0.00
Early Childhood	7	1.18	1	.76	0	0.00	0	0.00
Special Education	6	1.02	1	.76	0	0.00	0	0.00
Media Specialist	1	.17	0	0.00	0	0.00	0	0.00
Driver's Education	0	0.00	0	0.00	0	0.00	0	0.00
Administration, Elementary	5	.85	0	0.00	0	0.00	0	0.00
Administration, Secondary	4	.68	1	.76	0	0.00	0	0.00
Administration, General	2	.34	1	.76	0	0.00	0	0.00
TOTAL	32	5.41	6	4.55	0	0.00	0	0.00

Table 17

Utah Women Educators (1976) Planning for Special Endorsements to the Teaching Certificate After 1980 by Size of District

	Less Than 2,000 Students		2,000 - 5,000 Students		5,001 - 10,000 Students		Over 10,000 Students	
	No.	%	No.	%	No.	%	No.	%
School Counselor	1	1.67	2	2.25	2	1.32	2	.49
School Psychologist	0	0.00	0	0.00	0	0.00	2	.49
Early Childhood	1	1.67	1	1.12	1	.66	4	.99
Special Education	1	1.67	2	2.25	2	1.32	2	.49
Media Specialist	0	0.00	1	1.12	0	0.00	0	0.00
Driver's Education	0	0.00	0	0.00	0	0.00	0	0.00
Administration, Elementary	0	0.00	0	0.00	2	1.32	3	.74
Administration, Secondary	1	1.67	0	0.00	0	0.00	4	.99
Administration, General	0	0.00	0	0.00	0	0.00	2	.49
TOTAL	4	6.67	6	6.74	7	4.64	19	4.69

Table 18

Utah Women Educators (1976) Planning for Special Endorsements to the Teaching Certificate After 1980 by Marital Status

	Single		Married		Widowed		Divorced	
	No.	%	No.	%	No.	%	No.	%
School Counselor	3	2.88	3	.56	0	0.00	1	2.04
School Psychologist	1	.96	1	.19	0	0.00	0	0.00
Early Childhood	1	.96	6	1.11	0	0.00	0	0.00
Special Education	0	0.00	7	1.30	0	0.00	0	0.00
Media Specialist	0	0.00	1	.19	0	0.00	0	0.00
Driver's Education	0	0.00	0	0.00	0	0.00	0	0.00
Administration, Elementary	1	.96	3	.56	1	2.38	0	0.00
Administration, Secondary	1	.96	3	.56	0	0.00	1	2.04
Administration, General	1	.96	2	.37	0	0.00	0	0.00
TOTAL	8	7.69	26	4.82	1	2.38	2	4.08

in the plans of these groups to apply for any special endorsements. A review of the data in Table 18 reveals that single women (7.69 percent) appear to be planning more often to acquire endorsements than married (4.82 percent), divorced (4.08 percent), or widowed (2.38 percent) women.

Summary of endorsements held, expected or planned for. All Utah women surveyed holding endorsements to their teaching certificate or expecting an endorsement by 1980 or planning for one after 1980 are summarized in Table 19. Analysis of this summary reveals a sharp delince in the number of women planning for an endorsement after 1980 (5.19 percent) over those expecting to receive one by 1980 (15.30 percent). However, among those planning for administrative endorsements after 1980, the percentages of those planning administrative endorsements rank in second and third place compared to ranking at and below fifth place both among those expecting endorsements by 1980 and for those now holding endorsements.

Utah women who have applied for administrative positions. Table 20 through 22 present the numbers and percentages of women who have applied for administrative positions by their age at time of application.

In Table 20 the data for age of application are varied by the college degree of the applicants. A review of these data reveals that far more women with master's

Table 19

Summary of Utah Women Educators (1976) Holding, Expecting, or Planning for Special Endorsements to the Teaching Certificate

	Currently Holding Endorsement		Endorsement Expected By 1980		Endorsement Planned For April 1980	
	No.	%	No.	%	No.	%
School Counselor	37	4.99	23	3.10	7	0.94
School Psychologist	9	1.21	8	1.08	2	.27
Early Childhood	142	19.16	13	1.75	8	1.08
Special Education	77	10.39	25	3.37	7	.94
Media Specialist	56	7.56	14	1.89	1	.13
Driver's Education	2	.27	0	0.00	0	0.00
Administration, Elementary	25	3.37	11	1.48	5	.67
Administration, Secondary	10	1.35	6	.81	5	.67
Administration, General	9	1.21	7	.94	3	.40
TOTAL	367	50.14	112	15.30	38	5.19

Table 20

Utah Women Educators (1976) Who Have Applied for an Administrative Position By Age at Time of Application and College Degree

	Bachelor's Degree		Master's Degree		Educational Specialist		Doctorate		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
25 - 30 years	1	.17	3	2.27	1	14.29	0	0.00	5	.85
31 - 35 years	3	.51	1	.76	0	0.00	0	0.00	4	.68
36 - 40 years	1	.17	3	2.27	0	0.00	0	0.00	4	.68
41 - 45 years	7	.18	6	4.55	0	0.00	0	0.00	13	2.20
Over 45 years	4	.68	9	6.82	0	0.00	0	0.00	13	2.20
TOTAL	16	2.71	22	16.67	1	14.29	0	0.00	39	5.33

Table 21

Utah Women Educators (1976) Who Have Applied for an Administrative Position By Age at Time of Application and Size of District

	Less Than 2,000 Students		2,000 - 5,000 Students		5,001 - 10,000 Students		Over 10,000 Students		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
25 - 30 years	2	3.33	1	1.12	1	.66	1	.25	5	.85
31 - 35 years	0	0.00	2	2.25	1	.66	1	.25	4	.68
36 - 40 years	0	0.00	0	0.00	0	0.00	5	1.23	5	.85
41 - 45 years	0	0.00	1	1.12	1	.66	11	2.72	13	2.20
Over 45 years	0	0.00	0	0.00	3	1.99	9	2.22	12	2.03
TOTAL	2	3.33	6	6.74	7	4.64	28	6.91	43	5.83

Table 22

Utah Women Educators (1976) Who Have Applied for an Administrative Position by Age at Time of Application and Marital Status

	Single		Married		Widowed		Divorced		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
25 - 30 years	2	1.92	2	.37	0	0.00	1	2.04	5	.68
31 - 35 years	0	0.00	4	.74	0	0.00	0	0.00	4	.54
36 - 40 years	1	.96	3	.56	0	0.00	1	2.04	5	.68
41 - 45 years	2	1.92	5	.93	2	4.76	4	8.16	13	1.77
Over 45 years	0	0.00	8	1.48	4	9.52	1	2.04	3	1.77
TOTAL	5	4.80	2	4.08	6	14.29	7	14.29	40	5.45

degrees have applied for administrative positions than have women with bachelor's degrees. Master degreed women applied in greater numbers in each older age group.

The data on women's applications for administrative positions are distributed by size of the respondents' school district in Table 21. The data in the table reveal that women from the smallest districts have applied for administrative positions least frequently (3.33 percent) and that women from the largest districts have applied most frequently (6.91 percent). Women from the intermediate sized districts applied almost as frequently as those in the largest districts (2,000 - 5,000, 6.74 percent; 5,001 - 10,000 students, 4.64 percent). In the larger districts women applied more frequently at older ages whereas in districts of 2,000 - 5,000 students they applied slightly more often at younger ages.

Table 22 shows the responses of those women who applied for an administrative position by their marital status. An examination of the data shows that widowed and divorced women have applied more frequently than either single or married women. The widowed and divorced applicants applied in greater numbers in the older age ranges.

The effect of selected factors on the decision to prepare for and enter school administration. The responses of Utah women to the effect of selected factors

on their decision to prepare for and enter public school administration are reported in tables 23 through 29.

The responses of women from districts of less than two thousand students are reported in Table 23. An examination of the contents of this table disclose that most of these women report the following four factors as having the most positive influences on their decisions to decide for administration: salary (31.67 percent), responsibility and challenge (26.67 percent), personal-role expectations (26.66 percent), and teaching experiences (25.00 percent). The same women chose the following five factors as having the most influence to decide against administration: distance to university (21.67 percent), sex-discrimination (15,00 percent), age (13.33 percent), cost (16.67 percent), and community-role expectations (11.66 percent).

Table 24 shows the responses of women from districts of two thousand to five thousand students. A study of these data reveals that these women chose the following four factors as having the greatest influence on their decision in favor of administration: salary (39.33 percent), personal-role expectations (32.59 percent), responsibility and challange (32.58 percent), and teaching experiences (28.09 percent). The four factors most frequently reported to influence them against administration are: age (26.96 percent), cost (24.72 percent),

Table 23

The Effect of Selected Factors on the Decision to Prepare for and Enter Public School Administration Reported by Utah Women Educators (1976) From Districts of Less Than 2,000 Students

	Influence to Decide Against Administration				Neutral				Influence to Decide for Administration		No Response	
	1		2		3		4		5			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Responsbility and Challenge	1	1.67	2	3.33	8	13.33	12	20.00	4	6.67	33	55.00
Competition	1	1.67	3	5.00	15	25.00	7	11.67	0	0.00	34	56.67
Sex-Discrimina-Discrimination	4	6.67	5	8.33	16	26.67	2	3.33	1	1.67	32	53.33
Community-Role Expectations	2	3.33	5	8.33	11	18.33	5	8.33	4	6.67	33	55.00
Personal-Role Expectations	4	6.67	2	3.33	7	11.67	11	18.33	5	8.33	31	51.67
Reliegious Influences	1	1.67	3	5.00	22	36.67	0	0.00	1	1.67	33	55.00
Age	3	5.00	5	8.33	13	21.67	7	11.67	0	0.00	32	53.33
Academic Requirements	2	3.33	3	5.00	15	25.00	6	10.00	0	0.00	34	56.67
Distance to University	9	15.00	4	6.67	11	18.33	2	3.33	1	1.67	33	55.00

Table 23 (continued)

	Influence to Decide Against Administration 1		2		Neutral 3		4		Influence to Decide for Administration 5		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Teaching Experiences	1	1.67	5	8.33	8	13.33	11	18.33	4	6.67	31	51.67
Salary	1	1.67	0	0.00	6	10.00	13	21.67	6	10.00	34	56.67
Cost	3	5.00	4	6.67	14	23.33	2	3.33	1	1.67	36	60.00
Health	2	3.33	4	6.67	17	28.33	2	3.33	0	0.00	35	58.33
Other	1	1.67	0	0.00	2	3.33	0	0.00	1	1.67	56	93.33

Table 24

The Effect of Selected Factors on the Decision to Prepare for and Enter Public School Administration Reported by Utah Women Educators (1976) From Districts of 2,000 to 5,000 Students

	Influence to Decide Against Administration				Neutral				Influence to Decide for Administration		No Response	
	1		2		3		4		5			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Responsibility and Challenge	3	3.37	6	6.74	14	15.73	20	22.47	9	10.11	31	41.57
Competition	7	7.87	3	3.37	30	33.71	7	7.87	3	3.37	39	43.82
Sex-Discrimination	7	7.87	8	8.99	29	32.58	4	4.49	2	2.25	39	43.82
Community-Role Expectations	6	6.74	4	4.49	34	38.20	3	3.37	2	2.25	40	44.94
Personal-Role Expectations	10	11.24	1	1.12	15	16.85	19	21.35	10	11.24	34	38.20
Religious Influences	6	6.74	3	3.37	35	39.33	4	4.49	2	2.25	39	43.82
Age	15	16.85	9	10.11	23	25.84	4	4.49	1	1.12	37	41.57
Academic Requirements	7	7.87	3	3.37	28	31.46	9	10.11	4	4.49	38	42.70
Distance to University	7	7.87	8	8.99	29	32.58	2	2.25	3	3.37	40	44.94

Table 24 (Continued)

	Influence to Decide Against Administration				Neutral				Influence to Decide for Administration		No Response	
	1		2		3		4		5			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Teaching Experiences	6	6.74	2	2.25	19	21.35	14	15.73	11	12.36	37	41.57
Salary	3	3.37	3	3.37	8	8.99	22	24.72	13	14.61	40	44.94
Cost	6	6.74	16	17.98	22	24.72	3	3.37	1	1.12	41	46.07
Health	5	5.62	2	2.25	30	33.71	10	11.24	3	3.37	39	43.82
Other	3	3.37	2	2.25	2	2.25	0	0.00	0	0.00	82	92.13

Table 25

The Effect of Selected Factors on the Decision to Prepare for and Enter Public School Administration Reported by Utah Women Educators (1976) From Districts of 5,001 to 10,000 Students

	Influence to Decide Against Administration				Neutral				Influence to Decide for Administration		No Response	
	1		2		3		4		5			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Responsibility and Challenge	2	1.32	6	3.97	22	14.57	32	21.19	21	13.91	68	45.03
Competition	6	3.97	6	3.97	42	27.81	14	9.27	6	3.97	77	50.99
Sex-Discrimination	13	8.61	10	6.62	44	29.14	8	5.30	6	3.97	70	46.36
Community-Role Expectations	7	4.64	9	5.96	42	27.81	12	7.95	7	4.64	74	49.01
Personal-Role Expectations	7	4.64	12	7.95	25	16.56	21	13.91	17	11.26	69	45.70
Religious Influences	5	3.31	7	4.64	50	33.11	7	4.64	0	0.00	82	54.30
Age	12	7.95	8	5.30	48	31.79	8	5.30	5	3.31	70	46.36
Academic Requirements	11	7.28	11	7.28	41	27.15	17	11.26	5	3.31	66	43.71
Distance to University	5	3.31	8	5.30	51	33.77	8	5.30	2	1.32	77	50.99

Table 25 (Continued)

	Influence to Decide Against Administration				Neutral				Influence to Decide for Administration		No Response	
	1		2		3		4		5			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Teaching Experiences	6	3.97	2	1.32	31	20.53	19	12.58	21	13.91	72	47.68
Salary	0	0.00	4	2.65	24	15.89	23	15.23	27	17.88	73	48.34
Cost	6	3.97	13	8.61	51	33.77	4	2.65	2	1.32	75	49.67
Health	5	3.31	2	1.32	52	34.44	8	5.30	8	5.30	76	50.33
Other	3	1.99	0	0.00	10	6.62	0	0.00	1	.66	137	90.73

Table 26

The Effect of Selected Factors on the Decision to Prepare for and Enter Public School Administration Reported by Utah Women Educators (1976) From Districts of Over 10,000 Students

	Influence to Decide Against Administration				Neutral				Influence to Decide for Administration		No Response	
	1		2		3		4		5			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Responsibility and Challenge	23	5.68	18	4.44	41	10.12	74	18.27	57	14.07	192	47.41
Competition	26	6.42	23	5.68	96	23.70	29	7.16	14	3.46	217	53.58
Sex-Discrimination	47	11.60	29	7.16	92	22.72	18	4.44	15	3.70	204	50.37
Community-Role Expectations	26	6.42	27	6.67	99	24.44	29	7.16	12	2.96	212	52.35
Personal-Role Expectations	39	9.63	19	4.69	45	11.11	70	17.28	39	9.63	193	47.65
Religious Influences	29	7.16	21	5.19	118	29.14	13	3.21	5	1.23	219	54.07
Age	49	12.10	23	5.68	110	27.16	20	4.94	5	1.23	198	48.89
Academic Requirements	35	8.64	29	7.16	93	22.96	31	7.65	8	1.98	209	51.60
Distance to University	19	4.69	23	5.68	115	28.40	18	4.44	10	2.47	220	54.32

Table 26 (Continued)

	Influence to Decide Against Administration				Neutral				Influence to Decide for Administration		No Response	
	1		2		3		4		5			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Teaching Experiences	35	8.64	19	4.69	63	15.56	59	14.57	26	6.42	203	50.12
Salary	6	1.48	12	2.96	58	14.32	70	17.28	56	13.83	203	50.12
Cost	33	8.15	50	12.35	91	22.47	10	2.47	4	.99	217	53.58
Health	13	3.21	20	4.94	129	31.85	17	4.20	9	2.22	217	53.58
Other	13	3.21	1	.25	8	1.98	1	.25	4	.99	378	93.33

Table 27

The Effect of Selected Factors on the Decision to Prepare for and Enter Public School Administration Reported by Single Utah Women Educators (1976)

	Influence to Decide Against Administration				Neutral				Influence to Decide for Administration		No Response	
	1		2		3		4		5			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Responsibility and Challenge	6	5.77	3	2.88	12	11.54	27	25.96	15	14.42	41	39.42
Competition	8	7.69	5	4.81	35	33.65	10	9.62	3	2.88	43	41.35
Sex-Discrimination	11	10.58	8	7.69	34	32.69	5	4.81	4	3.85	42	40.38
Community-Role Expectations	4	3.85	9	8.65	36	34.62	7	6.73	4	3.85	44	42.31
Personal-Role Expectations	6	5.77	3	2.88	16	15.38	25	24.04	14	13.46	40	38.46
Religious Influences	9	8.65	6	5.77	41	39.42	3	2.88	0	0.00	45	43.27
Age	7	6.73	6	5.77	38	36.54	6	5.77	4	3.85	43	41.35
Academic Requirements	7	6.73	7	6.73	35	33.65	6	5.77	5	4.81	44	42.31
Distance to University	2	1.92	7	6.73	53	41.35	4	3.85	1	.96	47	45.19

Table 27 (Continued)

	Influence to Decide Against Administration				Neutral				Influence to Decide for Administration		No Response	
	1		2		3		4		5			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Teaching Experiences	9	8.65	5	4.81	21	20.19	19	18.27	9	8.65	41	39.42
Salary	1	.96	5	4.81	14	13.46	26	25.00	13	12.50	45	43.27
Cost	8	7.69	16	15.38	31	29.81	2	1.92	2	1.92	45	43.27
Health	4	3.85	3	2.88	42	40.38	6	5.77	2	1.92	47	45.19
Other	1	.96	0	0.00	6	5.77	1	.96	2	1.92	94	90.38

Table 28

The Effect of Selected Factors on the Decision to Prepare for and Enter Public School Administration Reported by Married Utah Women Educators (1976)

	Influence to Decide Against Administration				Neutral				Influence to Decide for Administration		No Response	
	1		2		3		4		5			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Responsibility and Challenge	23	4.27	29	5.38	66	16.24	103	19.11	68	12.62	250	46.38
Competition	31	5.75	29	5.38	136	25.23	42	7.79	17	3.15	284	52.69
Sex-Discrimination	46	8.53	42	7.79	139	25.79	27	5.01	19	3.53	266	49.35
Community-Role Expectations	33	6.12	33	6.12	139	25.79	40	7.42	19	3.53	275	51.02
Personal-Role Expectations	50	9.28	34	6.31	69	12.80	86	15.96	50	9.28	250	40.38
Religious Influences	29	5.38	23	4.27	172	31.91	20	3.71	8	1.48	287	53.25
Age	65	12.06	37	6.86	144	26.72	31	5.75	4	.74	258	47.87
Academic Requirements	46	8.53	37	6.86	128	23.75	55	10.20	12	2.23	261	48.42
Distance to University	36	6.68	34	6.31	148	27.46	24	4.45	15	2.78	282	52.32

Table 28 (Continued)

	Influence to Decide Against Administration				Neutral				Influence to Decide for Administration		No Response	
	1		2		3		4		5			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Teaching Experiences	39	7.24	21	3.90	94	17.44	73	13.54	49	9.09	263	48.79
Salary	8	1.48	14	2.60	79	14.66	94	17.44	78	14.47	266	49.35
Cost	35	6.49	61	11.32	138	25.60	14	2.60	5	.93	286	53.06
Health	20	3.71	22	4.08	169	31.35	29	5.38	17	3.15	282	52.32
Other	18	3.34	3	.56	14	2.60	0	0.00	3	.56	501	92.95

Table 29

Summary of Utah Women Educators Surveyed in 1976 Reporting the Effect of Selected Factors on Their Decision to Prepare for and Enter Public School Administration

	Influence to Decide Against Administration				Neutral				Influence to Decide for Administration		No Response	
	1		2		3		4		5			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Responsibility and Challenge	32	4.32	33	4.45	88	11.88	142	19.16	93	12.55	353	47.64
Competition	42	5.67	36	4.86	189	25.51	58	7.83	23	3.10	393	53.04
Sex-Discrimination	73	9.85	53	7.15	186	25.10	34	4.59	24	3.24	371	50.07
Community-Role Expectations	42	5.67	47	6.34	191	25.78	51	6.88	25	3.37	385	51.96
Personal-Role Expectations	62	8.37	38	5.13	96	12.96	122	16.46	71	9.58	352	47.50
Religious Influences	43	5.80	34	4.59	232	31.31	24	3.24	8	1.08	400	53.98
Age	84	11.34	47	6.34	198	26.72	39	5.26	11	1.48	362	48.85
Academic Requirements	57	7.69	47	6.34	184	24.83	64	8.64	17	2.29	372	50.20
Distance to University	42	5.67	43	5.80	213	28.74	30	4.05	16	2.16	397	53.58

Table 29 (Continued)

	Influence to Decide Against Administration				Neutral				Influence to Decide for Administration		No Response	
	1		2		3		4		5			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Teaching Experiences	51	6.88	28	3.78	125	16.87	105	14.17	62	8.37	370	49.93
Salary	10	1.35	20	2.70	100	13.50	132	17.81	103	13.90	376	50.74
Cost	50	6.75	84	11.34	84	24.83	19	2.56	8	1.08	396	53.44
Health	26	3.51	29	3.91	235	31.71	37	4.99	20	2.70	394	53.17
Other	21	2.83	3	.40	23	3.10	1	.13	6	.81	687	92.71

distance to university (16.86 percent) and sex-discrimination (16.86 percent).

The responses of teachers from districts of 5,001 to 10,000 students are reported in Table 25. It can be seen from the data in this table that these women are influenced to decide for administration by responsibility and challenge (35.1 percent), salary (29.14 percent), teaching experiences (26.49 percent), and personal-role expectations (25.17 percent). Most of this group are influenced to decide against administration by sex-discrimination (15.23 percent), academic requirements (14.56 percent), age (13.25 percent) and cost (12.58 percent).

In Table 26 it can be seen that women from districts of over ten thousand students are most influenced to select administration by responsibility and challenge (32.34 percent), salary (31.11 percent), personal-role expectations (26.91 percent), and teaching experiences (20.99 percent). This group of women chose the following nine factors as having an influence on their decision to decide against administration: cost (20.5 percent), sex-discrimination (18.76 percent), age (17.78 percent), academic requirements (15.80 percent), personal-role expectations (14.32 percent), teaching experiences (13.33 percent), community-role expectations (13.09 percent), religious influences (12.35 percent), and competition (12.10 percent).

Review of the data in Table 27 indicates that single women are most influenced to select administration by responsibility and challenge (40.38 percent), personal-role expectations (37.50 percent), salary (37.50 percent), and teaching experiences (26.92 percent). This same group of women is most influenced to decide against administration by cost (23.07 percent), sex-discrimination (18.27 percent), religious influences (14.22 percent), academic requirements (13.46 percent), and teaching experiences (13.46 percent).

Responses in Table 28 indicate that married women are most influenced to select administration by salary (31.91 percent), responsibility and challenge (31.73 percent), personal-role expectations (25.24 percent), and teaching experiences (22.63 percent). They are most influenced to decide against administration by age (18.92 percent), cost (17.81 percent), sex-discrimination (16.32 percent), personal-role expectations (15.59 percent) and academic requirements (15.39 percent).

In Table 29 it can be seen that the factors which most influence all Utah women sampled to decide for administration are responsibility and challenge and salary (each chosen by 31.71 percent of the respondents). personal-role expectations (26.04 percent), and teaching experiences (22.54 percent). Those influences reported by all Utah women sampled to decide against administration

are cost (18.09 percent), age (17.68 percent), sex-discrimination (17.00 percent), academic requirements (14.03 percent), and personal-role expectations (13.5 percent). Note that all factors are reported by one group or another as an influence to decide against administration whereas only half of the factors are selected as influencing the decision to decide for administration.

The effect of selected persons on the decision to prepare for and enter public school administration. Tables 30 through 36 report the perceived encouragement or resistance of selected persons upon the respondents decision to prepare for and enter public school administration.

Examination of the data in Table 30 reveals that women from districts of less than two thousand students report receiving the most encouragement from husbands and family (28.33 percent for each), female teachers (18.33 percent) and principals (13.33 percent). This same group of women reports resistance from husbands (18.34 percent), male teachers and superintendents (16.67 percent each), family and school board members (15 percent each) and principals (13.34 percent). The only persons listed by some of this group as providing most encouragement who are not also listed by others of the group as providing most resistance are female teachers.

Table 30

Encouragement or Resistance of Selected Persons for Seeking an Administrative Position Reported by Utah Women Eductors (1976) from Districts of Less Than 2,000 Students

	Most Resistance 1		2		Neutral 3		4		Most Encouragement 5		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Husband	10	16.67	1	1.67	3	5.00	3	5.00	14	23.33	29	48.33
Family	7	11.67	2	3.33	5	8.33	6	10.00	11	18.33	29	48.33
Male Teachers	4	6.67	6	10.00	16	26.67	2	3.33	1	1.67	31	51.67
Female Teachers	3	5.00	3	5.00	11	18.33	6	10.00	5	8.33	32	53.33
Principals	1	1.67	7	11.67	12	20.00	6	10.00	2	3.33	32	53.33
District Staff Members	1	1.67	4	6.67	16	26.67	3	5.00	1	1.67	35	58.33
Superintendent	6	10.00	4	6.67	14	23.33	1	1.67	3	5.00	32	53.33
School Board Members	6	10.00	3	5.00	14	23.33	3	5.00	2	3.33	32	53.33
Others	0	0.00	0	0.00	2	3.33	0	0.00	0	0.00	58	96.67

Table 31

Encouragement or Resistance of Selected Persons for Seeking an Administrative Position Reported by Utah Women Educators (1976) from Districts of 2,000 to 5,000 Students

	Most Resistance 1		2		Neutral 3		4		Most Encouragement 5		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Husband	9	10.11	3	3.37	13	14.61	12	13.48	17	19.10	35	39.33
Family	6	6.74	1	1.12	20	22.47	15	16.85	10	11.24	37	41.57
Male Teachers	8	8.99	15	16.85	24	26.97	2	2.25	3	3.37	37	41.57
Female Teachers	3	3.37	7	7.87	25	28.09	10	11.24	6	6.74	38	42.70
Principals	8	8.99	7	7.87	27	30.34	10	11.24	0	0.00	37	41.57
District Staff Members	8	8.99	6	6.74	27	30.34	7	7.87	2	2.25	39	43.82
Superintendent	8	8.99	9	10.11	27	30.34	6	6.74	1	1.12	38	42.70
School Board Members	5	5.62	6	6.74	33	37.08	4	4.49	2	2.25	39	43.82
Others	1	1.12	0	0.00	6	6.74	1	1.12	0	0.00	81	91.01

Table 32

Encouragement or Resistance of Selected Persons for Seeking an Administrative Position Reported by Utah Women Educators (1976) from Districts of 5,001 to 10,000 Students

	Most Resistance 1		2		Neutral 3		4		Most Encouragement 5		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Husband	5	3.31	0	0.00	24	15.89	10	6.62	50	33.11	62	41.06
Family	6	3.97	5	3.31	24	15.89	14	9.27	41	27.15	61	40.40
Male Teachers	8	5.30	17	11.26	42	27.81	15	9.93	1	.66	68	45.03
Female Teachers	6	3.97	8	5.30	35	23.18	23	15.23	14	9.27	65	43.05
Principals	9	5.96	15	9.93	33	21.85	19	12.58	12	7.95	63	41.72
District Staff Members	9	5.96	12	7.95	33	21.85	20	13.25	8	5.30	69	45.70
Superintendent	10	6.62	12	7.95	39	25.83	15	9.93	8	5.30	67	44.37
School Board Members	9	5.96	14	9.27	42	27.81	9	5.96	4	2.65	73	48.34
Others	1	.66	1	.66	10	6.62	0	0.00	0	0.00	139	92.05

Table 33

Encouragement or Resistance of Selected Persons for Seeking an Administrative Position Reported by Utah Women Educators (1976) from Districts of Over 10,000 Students

	Most Resistance 1		2		Neutral 3		4		Most Encouragement 5		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Husband	29	7.16	12	2.96	48	11.85	29	7.16	82	20.25	205	50.62
Family	24	5.93	14	3.46	62	15.31	46	11.36	73	18.02	186	45.93
Male Teachers	43	10.62	44	10.86	92	22.72	18	4.44	7	1.73	201	49.63
Female Teachers	16	3.95	34	8.40	83	20.49	52	12.84	20	4.94	200	49.38
Principals	35	8.64	33	8.15	76	18.77	36	8.89	27	6.67	198	48.89
District Staff Members	36	8.89	33	8.15	78	19.26	34	8.40	19	4.69	205	50.62
Superintendent	32	9.63	41	10.12	87	21.48	15	3.70	12	2.96	211	52.10
School Board Members	47	11.60	29	7.16	93	22.96	10	2.47	9	2.22	217	53.58
Others	7	1.73	2	.49	15	3.70	1	.25	5	1.23	375	92.59

Table 34

Encouragement or Resistance of Selected Persons for Seeking an Administrative Position Reported by Single Utah Women Educators (1976)

	Most Resistance 1		2		Neutral 3		4		Most Encouragement 5		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Husband	3	2.88	4	3.85	16	15.38	8	7.69	13	12.50	60	57.69
Family	5	4.81	2	1.92	17	16.35	15	14.42	21	20.19	44	42.31
Male Teachers	11	10.58	17	16.35	27	25.96	7	6.73	2	1.92	40	38.46
Female Teachers	4	3.85	12	11.54	26	25.00	16	15.38	6	5.77	40	38.46
Principals	8	7.69	10	9.62	28	26.92	13	12.50	4	3.85	41	39.42
District Staff Members	6	5.77	10	9.62	29	27.88	9	8.65	5	4.81	45	43.27
Superintendent	9	8.65	7	6.73	34	32.69	6	5.77	3	2.88	45	43.27
School Board Members	13	12.50	7	6.73	34	32.69	2	1.92	2	1.92	46	44.23
Others	1	.96	1	.96	11	10.58	1	.96	1	.96	89	85.58

Table 35

Encouragement or Resistance of Selected Persons for Seeking an Administrative Position Reported by Married Utah Women Educators (1976)

	Most Resistance 1		2		Neutral 3		4		Most Encouragement 5		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Husband	49	9.09	11	2.04	66	12.24	46	8.53	149	27.64	218	40.25
Family	35	6.49	20	3.71	87	16.14	59	10.95	106	19.67	232	43.04
Male Teachers	42	7.79	61	11.32	135	25.05	29	5.38	10	1.86	262	48.61
Female Teachers	25	4.64	37	6.86	114	21.15	71	13.17	33	6.12	259	48.05
Principals	39	7.24	49	9.09	108	20.04	53	9.83	35	6.49	255	47.31
District Staff Members	42	7.79	42	7.79	118	21.89	46	8.53	21	3.90	270	50.09
Superintendent	50	9.28	53	9.83	123	22.82	28	5.19	16	2.97	269	49.91
School Board Members	52	9.65	42	7.79	134	24.86	21	3.90	12	2.23	278	51.58
Others	9	1.67	2	.37	20	3.71	1	.19	2	.37	505	93.69

Table 36

Summary of Utah Women Educators Surveyed (1976) Reporting Encouragement or Resistance from Selected Persons for Seeking an Administrative Position

	Most Resistance 1		2		Neutral 3		4		Most Encouragement 5		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Husband	56	7.56	16	2.16	92	12.42	59	7.96	166	22.40	352	47.50
Family	45	6.07	23	3.10	115	15.52	84	11.34	138	18.62	336	45.34
Male Teachers	63	8.50	83	11.20	179	24.16	39	5.26	13	1.75	364	49.12
Female Teachers	29	3.91	54	7.29	156	21.05	93	12.55	47	6.34	362	48.85
Principals	53	7.15	66	8.91	150	20.24	73	9.85	42	5.67	357	48.18
District Staff Members	54	7.29	57	7.69	158	21.32	65	8.77	30	4.05	377	50.88
Superintendent	65	8.77	68	9.18	170	22.94	38	5.13	24	3.24	376	50.74
School Board Members	68	9.18	55	7.42	186	25.10	26	3.51	17	2.29	389	52.50
Others	10	1.35	3	.40	33	4.45	2	.27	5	.67	688	92.85

Review of the data in Table 31 shows that women from districts of two thousand to five thousand students report receiving the most encouragement from husbands (32.58 percent), family (28.09 percent), and female teachers (17.98 percent). They report receiving the most resistance from male teachers (28.84 percent), superintendents (19.1 percent), principals (16.86 percent), district staff members (15.73 percent), husbands (13.48 percent), school board members (12.36 percent), and female teachers (11.24 percent). The persons listed by part of this group as providing most encouragement who are also listed by another part of the group as providing most resistance are husbands and female teachers.

Study of the data in Table 32 indicates that women from districts of 5,001 to 10,000 students expect encouragement from husbands (39.73 percent), family (36.42 percent), female teachers (24.5 percent), principals (20.53 percent), district staff members (18.55 percent), and superintendents (15.23 percent). They expect resistance from male teachers (16.56 percent), principals (15.89 percent), school board members (15.23 percent), superintendents (14.57 percent), and district staff members (13.91 percent). Only the women in this group report an expectation of encouragement from a greater number of persons than from whom they expect resistance. Few of their number expect any resistance from husbands, family or female teachers.

Analysis of the data in Table 33 reveals that women from districts of over ten thousand students report the most encouragement from family (29.38 percent), husbands (27.41 percent), female teachers (17.78 percent), principals (15.56 percent), and district staff members (13.09 percent). They report most resistance from male teachers (21.48 percent), superintendents (19.75 percent), school board members (18.76 percent), district staff members (17.04 percent), principals (16.79 percent), and female teachers (12.35 percent). Only husbands and families are not reported by parts of this group as providing encouragement and resistance.

It can be seen from data in Table 34 that single women expect most encouragement from family (34.61 percent), female teachers (21.15 percent), husbands (20.19 percent), principals (16.35 percent), and district staff members (13.46 percent). They expect most resistance from male teachers (26.93 percent), school board members (19.23 percent), principals (17.31 percent), female teachers and district staff members (15.39 percent each), and superintendents (15.38 percent). Family and husbands are the only persons not rated high on both sides of the continuum by parts of this group.

The responses of married women recorded in Table 35 indicate that these women anticipated the most encouragement from their husbands (36.71 percent), family

(30.62 percent), female teachers (19.29 percent), principals (16.32 percent), and district staff members (12.43 percent). They anticipated most resistance from male teachers and superintendents (19.11 percent each), school board members (17.44 percent), principals (16.33 percent), district staff members (15.58 percent), female teachers (11.5 percent), husbands (11.13 percent), and family (10.2 percent). Note that at least 10 percent of all of the married respondents anticipated resistance from all persons listed in the question.

A summary of responses of all women surveyed is presented in Table 36. A review of this table indicates that women generally expect most encouragement from husbands (30.36 percent), family (29.96 percent), female teachers (18.89 percent), principals (15.52 percent), and district staff members (12.82 percent). At the same time they anticipate most resistance from male teachers (19.70 percent), superintendents (17.95 percent), school board members (16.60 percent), principals (16.06 percent), district staff members (14.98 percent), and female teachers (11.28 percent). The only persons expected by one part of the women to offer most encouragement who are not expected by another part to offer much resistance are husband and family.

There are no persons not expected by some number of respondents to offer either encouragement or resistance.

About half of the women surveyed did not choose to respond to this question and many only responded to parts of the question.

In most instances the sub-groups identified more persons who might be expected to offer resistance than persons who would provide encouragement. However, the percentages of respondents choosing those expected to offer encouragement are generally higher than those indicating persons expected to resist.

Anticipation of Sex-Discrimination. The anticipation of sex-discrimination by Utah women educators is recorded in Tables 37 through 39.

An examination of the data in Table 37 reveals that women with bachelor's degrees more often anticipate no discrimination or did not respond to the question whereas women with master's degrees more often anticipate extensive discrimination. Over half of the respondents (58.20 percent) expect some degree of sex-discrimination. Only 14.62 percent anticipate no discrimination.

A review of the data in Table 38 indicates that there are only small differences in the anticipation of sex-discrimination among educators from districts varied by student population.

A study of the data in Table 39 shows that when varied by marital status there are still only small

Table 37

Anticipation of Sex-Discrimination by Utah Women Educators (1976)
By College Degree

	Bachelor's Degree		Master's Degree		Educational Specialist		Doctorate		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
No Discrimination	94	15.91	12	9.09	0	0.00	1	50.00	107	14.62
Moderate Discrimination	235	39.76	37	28.03	2	28.57	0	0.00	274	37.43
Extensive Discrimination	92	15.57	59	44.70	0	0.00	1	50.00	152	20.77
No Response	169	28.60	24	18.18	5	71.43	0	0.00	198	27.05

Table 38

Anticipation of Sex-Discrimination by Utah Women Educators (1976)
By District Size

	Less Than 2,000 Students		2,000 - 5,000 Students		5,001 - 10,000 Students		Over 10,000 Students		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
No Discrimination	11	18.33	14	15.73	20	13.25	60	14.81	105	14.23
Moderate Discrimination	22	36.67	38	42.70	63	41.72	140	34.57	263	35.64
Extensive Discrimination	11	18.33	12	13.48	34	22.52	91	22.47	148	20.05
No Response	16	26.67	25	28.09	34	22.52	113	27.90	188	25.47

Table 39

Anticipation of Sex-Discrimination by Utah Women Educators (1976)
By Marital Status

	Single		Married		Widowed		Divorced		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
No Discrimination	16	15.38	78	14.47	7	16.67	7	14.29	108	14.71
Moderate Discrimination	44	42.31	201	37.29	13	30.95	17	34.69	275	37.47
Extensive Discrimination	19	18.27	118	21.89	8	19.05	8	16.33	153	20.84
No Response	25	24.04	141	26.16	14	33.33	17	34.69	197	26.84

differences among the women surveyed about their expectations of sex-discrimination.

Advice to other women to seek administrative positions. The Utah women educators surveyed were asked to indicate where they would advise other women to apply for an administrative position. Their responses are recorded in tables 40 through 46. Review of the data in these tables reveals that most women from all groups uniformly believe that other women should apply for administrative positions now and in all locations. However, they tend to prefer the more distant schools and districts. Advice to never apply is generally indicated by more women for their own school and district than for the more distant schools and districts.

Comments of Utah women educators. Opportunity was given to respondents to offer comments on the questionnaire. Comments offered by Utah women educators are categorized in Table 47. Some women offered more than one comment or comments that included more than one idea. Of all of the responses received, about 19 percent included some comment.

Many comments were offered as an explanation about why all or part of the questionnaire was not being completed. One educator said, "I am not interested in pondering who might give me encouragement or resistance."

Table 40

Utah Women Educators (1976) From Districts of Less Than 2,000 Students Advising Other Women to Seek Selected Administrative Positions

	Apply Now		Apply After 1980		Never Apply		No Response	
	No.	%	No.	%	No.	%	No.	%
Your School	21	35.00	9	15.00	11	18.33	19	31.67
Other Schools in Your District	21	35.00	8	13.33	10	16.67	21	35.00
Schools in Other Districts in Utah	26	43.33	8	13.33	2	3.33	24	40.00
Schools Outside of Utah	34	56.67	3	5.00	1	1.67	22	36.67
Your District Office	24	40.00	7	11.67	8	13.33	21	35.00
Other District Offices In Utah	24	40.00	8	13.33	2	3.33	26	43.33
District Offices Outside of Utah	32	53.33	3	5.00	1	1.67	24	40.00

Table 41

Utah Women Educators (1976) From Districts of 2,000 to 5,000 Students Advising Other Women to Seek Selected Administrative Positions

	Apply Now		Apply After 1980		Never Apply		No Response	
	No.	%	No.	%	No.	%	No.	%
Your School	37	41.57	16	17.98	12	13.48	24	26.97
Other Schools in Your District	41	46.07	15	16.85	7	7.87	26	29.21
Schools in Other Districts in Utah	42	47.19	12	13.48	4	4.49	31	34.83
Schools Outside of Utah	48	53.93	3	3.37	3	3.37	35	39.33
Your District Office	39	43.82	12	13.48	9	10.11	29	32.58
Other District Offices In Utah	40	44.94	10	11.24	5	5.62	34	38.20
District Offices Outside of Utah	46	51.69	5	5.62	4	4.49	34	38.20

Table 42

Utah Women Educators (1976) From Districts of 5,001 to 10,000 Students Advising Other Women to Seek Selected Administrative Positions

	Apply Now		Apply After 1980		Never Apply		No Response	
	No.	%	No.	%	No.	%	No.	%
Your School	54	35.76	28	18.54	24	15.89	45	29.80
Other Schools in Your District	66	43.71	21	13.91	20	13.25	44	29.14
Schools in Other Districts in Utah	69	45.70	17	11.26	11	7.28	54	35.76
Schools Outside of Utah	87	57.62	7	4.64	7	4.64	50	33.11
Your District Office	70	46.36	21	13.91	13	8.61	47	31.13
Other District Offices in Utah	67	44.37	20	13.25	9	5.96	55	36.42
District Offices Outside of Utah	78	51.66	13	8.61	5	3.31	55	36.42

Table 43

Utah Women Educators (1976) From Districts of Over 10,000 Students Advising Other Women to Seek Selected Administrative Positions

	Apply Now		Apply After 1980		Never Apply		No Response	
	No.	%	No.	%	No.	%	No.	%
Your School	161	39.75	64	15.80	60	14.81	118	29.14
Other Schools in Your District	190	46.91	55	13.58	35	8.64	124	30.62
Schools in Other Districts in Utah	178	43.95	43	10.62	29	7.16	154	38.02
Schools Outside of Utah	223	55.06	20	4.94	13	3.21	148	36.54
Your District Office	191	47.16	42	10.37	43	10.62	129	31.85
Other District Offices in Utah	168	41.48	46	11.36	29	7.16	161	39.75
District Offices Outside of Utah	211	52.10	23	5.68	14	3.46	157	38.77

Table 44

Single Utah Women Educators (1976) Advising Other Women to Seek Selected Administrative Positions

	Apply Now		Apply After 1980		Never Apply		No Response	
	No.	%	No.	%	No.	%	No.	%
Your School	45	43.27	10	9.62	18	17.31	30	28.85
Other Schools in Your District	49	47.12	11	10.58	11	10.58	33	31.73
Schools in Other Districts in Utah	49	47.12	9	8.65	9	8.65	37	35.58
Schools Outside of Utah	61	58.65	4	3.85	3	2.88	36	34.62
Your District Office	50	48.08	9	8.65	10	9.62	35	33.65
Other District Offices in Utah	46	44.23	11	10.58	5	4.81	42	40.38
District Offices Outside of Utah	56	53.85	5	4.81	4	3.85	39	37.50

Table 45

Married Utah Women Educators (1976) Advising Other Women to Seek Selected Administrative Positions

	Apply Now		Apply After 1980		Never Apply		No Response	
	No.	%	No.	%	No.	%	No.	%
Your School	205	38.03	98	18.18	81	15.03	154	28.57
Other Schools in Your District	240	44.53	83	15.40	54	10.02	161	29.87
Schools in Other Districts in Utah	237	43.97	65	12.06	31	5.75	205	38.03
Schools Outside of Utah	288	53.43	26	4.82	20	3.71	204	37.85
Your District Office	245	45.45	66	12.24	54	10.02	174	32.28
Other District Offices in Utah	224	41.56	63	11.69	36	6.68	215	39.89
District Offices Outside of Utah	273	50.65	35	6.49	19	3.53	212	39.33

Table 46

Summary of Utah Women Educators (1976) Advising Other Women to Seek Selected Administrative Positions

	Apply Now		Apply After 1980		Never Apply		No Response	
	No.	%	No.	%	No.	%	No.	%
Your School	284	38.33	120	16.19	112	15.11	223	30.09
Other Schools in Your District	330	44.53	106	14.30	74	9.99	230	31.04
Schools in Other Districts in Utah	328	44.26	83	11.20	47	6.34	282	38.06
Schools Outside of Utah	407	54.93	34	4.59	25	3.37	274	36.98
Your District Office	336	45.34	85	11.47	76	10.26	244	32.93
Other District Offices in Utah	311	41.97	85	11.47	47	6.34	297	40.08
District Offices Outside of Utah	381	51.42	46	6.21	25	3.37	289	39.00

Table 47

Categorized Comments of Utah Women Educators

Comment	Number of Comments
No desire to apply for an administrative position	43
No desire to apply for an administrative position because of preference for teaching	16
Preference for teaching over administration	14
Existence of discrimination	21
Encouragement for other women to apply for administrative positions	13
Preference for male over female administrators	13
Wife's work secondary to family/spouse needs	9
Dislike for administrative duties, responsibilities	8
Miscellaneous comments	9
TOTAL	146

The majority of comments indicated total lack of interest in administration and/or preferences for teaching. Some of those who expressed a preference for teaching also indicated the opinion that the teaching role is more important or satisfying than the administrative role. "Classroom teacher has more influence." "Wanted satisfaction of working with students directly."

The number of comments expressing encouragement and approval of women in administration is exactly equaled by the number of comments expressing preference for male administrators over female administrators. Both categories include experiences of respondents with administrators of each sex as well as some perceptions about the various personal characteristics of each sex which might contribute to success or lack of it in administration.

Nine women explained that because of home and family responsibilities they were unable to consider a career in school administration. For several of these women the career in teaching was only temporary until they would assume some family responsibilities.

Comments expressing dislike for administrative responsibilities and duties reveal attitudes about administration which may explain part of women's lack of interest in seeking placement in administration. "Too much paper work for administrators--one forgets main objective." "Not willing to give time required."

"Would not like long hours of principal." "Present experience leads me to believe administrators are disliked by subordinates."

> I consider administrative duties in public schools, for either sex, to be one of the most ulcer-ridden professions available. This is due to educational trends and disputes.
>
> Administrators have only money compensation--the classroom is where freshness and pleasure in education is. A principal is a highly paid secretary caught between teachers and higher paid administration.

UTAH SCHOOL SUPERINTENDENTS

All Utah school superintendents were surveyed. A total of thirty-one (77.50 percent) questionnaires were returned after the original and three follow-up mailings.

Treatment of the Data

The questionnaire for Utah superintendents contained sixty-eight items including opinions about selected factors and persons which might affect women's decision to enter public school administration, opinions about how female administrators might compare with male administrators, and opinions about how men might compare with women in selected characteristics.

The data in Table 48 illustrate the number and percentage of Utah school superintendents responding to the questionnaire. An examination of the data in this table reveals that responses from superintendents are

Table 48

Student Population of Districts of Utah
Superintendents Surveyed (1976)

Student Population	Districts in Utah		Superintendents Responding		
	No.	%	No.	% of Total	% of Group
Less than 2,000 Students	18	45.00	16	51.61	88.89
2,000 to 5,000 Students	9	22.50	5	16.13	55.55
5,001 to 10,000 Students	5	12.50	5	16.13	100.00
Over 10,000 Students	8	20.00	5	16.13	62.50
TOTAL	40	100.00	31	100.00	77.50

are fairly evenly divided among the districts of the state of Utah.

Superintendents opinion of the effect of selected persons or factors on women's decisions about careers in administration. An analysis of the data in Table 49 indicates that superintendents most often expect women to be influenced to decide for administration by salary (83.87 percent), teaching experiences (67.74 percent), responsibility and challenge (65.06 percent), competition (54.84 percent), and personal-role expectations (51.61 percent). They most often expected women to be influenced to decide against administration by cost (54.84 percent), community-role expectations (38.71 percent), religious influences (38.71 percent), and distance to a university (38.71 percent). Greater numbers of superintendents reported anticipating a positive impact for more of the selected factors than expected a negative impact on women's decision to decide for administration.

In Table 50 it can be seen that most superintendents expected women to receive encouragement to enter school administration from district staff members (51.62 percent), superintendents (51.61 percent), female teachers (48.38 percent), school board members (38.71 percent), and principals (38.71 percent). Most superintendents expected women to receive resistance from male teachers (61.29 percent), family (48.39 percent), and husbands (48.38 percent).

Table 49

Utah School Superintendents (1976) Rating the Effect of Selected Factors on the Decision of Women Educators to Prepare for and Enter Public School Administration

	Influence to Decide Against Administration				Neutral				Influence to Decide for Administration		No Response	
	1		2		3		4		5			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Responsibility and Challenge	0	0.00	4	12.90	7	22.58	15	48.93	5	16.13	0	0.00
Competition	0	0.00	4	12.90	10	32.26	15	48.39	2	6.45	0	0.00
Sex-Discrimination	2	6.45	2	6.45	17	54.84	6	19.35	4	12.90	0	0.00
Community-Role Expectations	1	3.23	11	35.48	7	22.58	10	32.26	2	6.45	0	0.00
Personal-Role Expectations	0	0.00	9	29.03	6	19.35	10	32.26	6	19.35	0	0.00
Religious Influences	3	9.68	9	29.03	17	54.84	1	3.23	0	0.00	1	3.23
Age	2	6.45	5	16.13	17	54.84	7	22.58	0	0.00	0	0.00
Academic Requirements	1	3.23	8	25.81	12	38.71	6	19.35	4	12.90	0	0.00
Distance to University	0	0.00	12	38.71	15	48.39	4	12.90	0	0.00	0	0.00

Table 49 (Continued)

	Influence to Decide Against Administration				Neutral				Influence to Decide for Administration		No Response	
	1		2		3		4		5			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Teaching Experiences	0	0.00	1	3.23	7	22.58	16	51.61	5	16.13	2	6.45
Salary	0	0.00	1	3.23	4	12.90	14	45.16	12	38.71	0	0.00
Cost	0	0.00	17	54.84	10	32.26	2	6.45	2	6.45	0	0.00
Health	3	9.68	1	3.23	22	70.97	4	12.90	1	2.32	0	0.00
Other	0	0.00	0	0.00	4	12.90	0	0.00	0	0.00	27	87.10

Table 50

Utah School Superintendents (1976) Rating the Effect of Selected Persons on the Decision of Women Educators to Prepare for and Enter Public School Administration

	Most Resistance 1		2		Neutral 3		4		Most Encouragement 5		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Husband	6	19.35	9	29.03	8	25.81	6	19.35	2	6.45	0	0.00
Family	2	6.45	13	41.94	7	22.58	7	22.58	2	6.45	0	0.00
Male Teachers	7	22.58	12	38.71	7	22.58	5	16.13	0	0.00	0	0.00
Female Teachers	2	6.45	6	19.35	8	25.81	9	29.03	6	19.35	0	0.00
Principals	2	6.45	3	9.68	14	45.16	10	32.26	2	6.45	0	0.00
District Staff Members	0	0.00	2	6.45	13	41.94	15	48.39	1	3.23	0	0.00
Superintendent	1	3.23	0	0.00	13	41.94	12	38.71	4	12.90	1	3.23
School Board Members	0	0.00	8	25.81	11	35.48	12	38.71	0	0.00	0	0.00
Others	0	0.00	0	0.00	4	12.90	0	0.00	1	3.23	26	83.87

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Opinion of superintendents comparing male and female administrators. A study of the data in Table 51 reveals that superintendents generally expect women to prefer mid-level staff positions. The superintendents are quite evenly divided about women's preference for being second in command.

Responses recorded in Table 52 indicate that superintendents generally do not see female administrators as being any more competitive than male administrators, receiving any less job satisfaction, or being any more rigid. They tend to agree that female administrators are sensitive about being a woman in a "man's" world who received less encouragement to enter administration, had to possess superior skills to succeed in administration, who did not apply for her administrative position, but was offered it, and who exhibited greater knowledge of teaching materials and techniques than male administrators.

An examination of the data in Table 53 discloses that superintendents disagreed with all statements about female administrators using better or poorer administrative practices than male administrators.

Analysis of the data in Table 54 indicates that superintendents disagreed with all statements indicating that female administrators have a better or worse relationship with teachers than do male administrators. The superintendents were most evenly split on the acceptability of female administrators to female teachers. The

Table 51

Utah School Superintendents (1976) Expressing Agreement or Disagreement With Statements About the Level of Aspiration of Female Administrators as Compared with Male Administrators

	Strongly Agree		Agree		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
AS COMPARED WITH MALE ADMINISTRATORS										
55. . . .female administrators generally aspire to mid-level administrative positions.	0	0.00	18	58.06	10	32.26	0	0.00	3	9.68
26. . . .female administrators prefer administrative staff positions to administrative line positions.	0	0.00	22	70.97	7	22.58	0	0.00	2	6.45
49. . . .female administrators generally do not seek administrative line positions	1	3.23	19	61.29	9	29.03	0	0.00	2	6.45
31. . . .female administrators generally prefer to be second in command.	0	0.00	13	41.94	14	45.16	0	0.00	2	6.45

Table 52

Utah School Superintendents (1976) Expressing Agreement or Disagreement With Statements About Some Personal Characteristics of Female Administrators as Compared with Male Administrators

	Strongly Agree		Agree		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
AS COMPARED WITH MALE ADMINISTRATORS										
27. . . .female administrators generally are more competative.	1	3.23	7	22.58	20	64.52	0	0.00	3	9.68
35. . . .female administrators generally receive less job satisfaction.	0	0.00	5	16.13	22	70.98	2	6.45	2	6.45
43. . . .female administrators are sensitive about being a woman in a "man's world."	2	6.45	18	58.06	9	29.03	0	0.00	2	6.45
40. . . .female administrators generally received less encouragement to enter administration.	3	9.68	21	67.74	4	12.90	1	3.23	2	6.45
61. . . .female administrators generally must possess superior skills to succeed in administration.	2	6.45	15	48.39	11	35.48	1	3.23	2	6.45

Table 52 (Continued)

	Strongly Agree		Agree		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
63. . . .female administrators generally did not apply for their administrative positions, but were offered them.	1	3.23	14	45.16	12	38.71	0	0.00	4	12.90
32. . . .female administrators generally exhibit greater knowledge of teaching materials and techniques.	0	0.00	16	57.61	13	41.44	0	0.00	2	4.65
53. . . .female administrators generally are more rigid.	0	0.00	7	22.58	22	70.97	0	0.00	2	6.45

Table 53

Utah School Superintendents (1976) Expressing Agreement or Disagreement With Statements About Some General Administrative Practices of Female as Compared with Male Administrators

	Strongly Agree		Agree		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
AS COMPARED WITH MALE ADMINISTRATORS										
37. . . .female administrators generally are more democratic in involving staff in decision-making.	0	0.00	3	9.68	25	80.65	1	3.23	2	6.45
41. . . .female administrators generally exhibit greater foresight in decisions made and actions taken.	0	0.00	3	9.68	25	80.65	1	3.23	2	6.45
42. . . .female administrators are generally more effective at resolving conflicts.	0	0.00	2	6.45	25	80.65	2	6.45	2	6.45
45. . . .female administrators generally place greater emphasis on maintaining school discipline.	0	0.00	3	9.68	26	83.87	0	0.00	2	6.45

Table 53 (Continued)

	Strongly Agree		Agree		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
54. . . .female administrators generally use poorer administrative techniques.	0	0.00	3	9.68	26	83.87	0	0.00	2	6.45
56. . . .female administrators more often review the results of actions taken.	0	0.00	6	19.35	22	70.97	0	0.00	3	9.68

Table 54

Utah School Superintendents (1976) Expressing Agreement or Disagreement With Statements About the Comparative Relationships of Female and Male Administrators with Teachers

	Strongly Agree		Agree		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
AS COMPARED WITH MALE ADMINISTRATORS										
25. . . .female administrators are generally more acceptable to female teachers.	1	3.23	7	22.58	20	24.52	1	3.23	2	6.45
28. . . .female administrators generally encourage less independence in their teachers.	0	0.00	6	19.35	22	70.97	1	3.23	2	6.45
29. . . .female administrators generally have better teacher morale.	0	0.00	2	6.45	26	83.87	1	3.23	2	6.45
30. . . .female administrators generally have poorer communications with teachers.	0	0.00	4	12.90	24	77.42	1	3.23	2	6.45

Table 54 (Continued)

	Strongly Agree		Agree		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
38. . . .female administrators generally are too inclined to get involved in the personal lives of both teachers and students.	0	0.00	7	22.58	21	67.74	1	3.23	2	6.45
44. . . .female administrators generally are more acceptable to male teachers.	0	0.00	2	6.45	27	87.10	0	0.00	2	6.45
47. . . .female administrators generally show less support for teachers in conflict with students.	0	0.00	3	9.68	26	83.87	0	0.00	2	6.45
48. . . .female administrators generally place greater emphasis on teacher evaluation.	0	0.00	5	16.13	24	77.42	0	0.00	2	6.45
50. . . .female administrators generally are more willing to assist beginning teachers with instructional problems.	1	3.23	12	38.71	16	51.61	0	0.00	2	6.45
58. . . .female administrators generally are more concerned with productive behavior on the part of teachers.	0	0.00	5	16.13	24	77.42	0	0.00	2	6.45

statements gaining most agreement were those indicating that female administrators were more willing to assist beginning teachers with instructional problems (38.71 percent), and that female administrators were generally too inclined to get involved in the personal lives of both teachers and students (22.58 percent).

It can be seen from a study of the data in Table 55 that superintendents disagreed with every statement indicating that female administrators have a better or poorer relationship with students than do male administrators. Some superintendents agreed that female administrators generally show more concern for the emotional-social development of their students (29.03 percent), and that female administrators generally place greater emphasis on recognizing individual differences (25.81 percent).

An examination of the data in Table 56 shows that superintendents as a group disagreed with every statement indicating that female administrators have a better or worse relationship with parents than do male administrators. Some superintendents agreed that female administrators were generally more concerned about community preferences (25.58 percent).

A review of the data in Table 57 reveals that Utah superintendents generally agreed that as compared with men, women generally are less concerned about career preparation, do not prepare themselves academically for

Table 55

Utah School Superintendents (1976) Expressing Agreement or Disagreement With Statements About the Comparative Relationships of Female and Male Administrators with Students

	Strongly Agree		Agree		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
AS COMPARED WITH MALE ADMINISTRATORS										
33. . . .female administrators generally are less concerned about the academic performance of children.	0	0.00	2	6.45	26	83.87	1	3.23	2	6.45
34. . . .female administrators generally elicit higher morale among students.	0	0.00	2	6.45	27	87.10	0	0.00	2	6.45
39. . . .female administrators generally place greater emphasis on recognizing individual differences	0	0.00	8	25.81	21	67.74	0	0.00	2	6.45
46. . . .female administrators generally are more aware of potential problem students in their schools.	0	0.00	5	16.13	24	77.42	0	0.00	2	6.45

Table 55 (Continued)

	Strongly Agree		Agree		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
57. . . .female administrators generally show more concern for the emotional-social development of pupils.	0	0.00	9	29.03	20	64.52	0	0.00	2	6.45
59. . . .female administrators generally have more involvement of students in school-wide activities.	0	0.00	3	9.68	26	83.87	0	0.00	2	6.45

Table 56

Utah School Superintendents (1976) Expressing Agreement or Disagreement With Statements about the Comparative Relationships of Female and Male Administrators with Parents

	Strongly Agree		Agree		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
AS COMPARED WITH MALE ADMINISTRATORS										
36. . . .female administrators generally are more concerned about community preferences	0	0.00	7	22.58	22	70.97	0	0.00	2	6.45
51. . . .female administrators generally have more parent approval of learning activities and outcomes.	0	0.00	2	6.45	27	87.10	0	0.00	2	6.45
52. . . .female administrators generally have poorer parent relations.	0	0.00	3	9.68	25	80.65	1	3.23	2	6.45
60. . . .female administrators generally have more parent approval of student discipline.	0	0.00	3	9.68	26	83.87	0	0.00	2	6.45
62. . . .female administrators generally have more parent involvement in school activities.	0	0.00	5	16.13	24	77.42	0	0.00	2	6.45

Table 57

Utah School Superintendents (1976) Expressing Agreement or Disagreement With Statements About Certain Characteristics of Women as Compared with Men

	Strongly Agree		Agree		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
AS COMPARED WITH MEN										
64. . . .women generally do not prepare themselves academically for administrative positions.	1	3.23	24	77.42	4	12.90	0	0.00	2	6.45
65. . . .women generally must adopt some masculine characteristics to succeed in public school administration.	0	0.00	4	12.90	21	67.74	4	12.90	2	6.45
66. . . .women generally require more encouragement to enter administration.	2	6.45	24	77.42	3	9.68	0	0.00	2	6.45
67. . . .women generally are less concerned about career preparation.	1	3.23	17	54.84	10	32.26	0	0.00	3	9.68

administrative positions, and require more encouragement to enter administration. The superintendents did not agree that women must adopt some masculine characteristics to succeed in administration.

UTAH WOMEN EDUCATORS AND SUPERINTENDENTS COMPARED

Utah women educators and superintendents were both asked to indicate which of a number of factors or persons might influence women to decide for or against public school administration.

Responses recorded in Table 58 reveal that superintendents more often expected community-role expectations, personal-role expectations, religious influences, academic requirements, distance to a university and cost to have negative impact on women than did the women educators. The superintendents more often expected responsibility and challenge, competition, sex-discrimination, community-role expectations, personal-role expectations, age, academic requirements, teaching experiences, and salary to have a positive effect on women than did the women educators.

In Table 59 it can be seen that superintendents more often anticipated resistance than did the women educators from husbands, family, male teachers and female teachers. On the other hand, the women educators more often expected resistance than superintendents from district staff members and superintendents. The

Table 58

Comparison of Responses of Utah Women Educators and Superintendents on the Effect of Selected Factors on Women's Decision to Prepare For and Enter Public School Administration

	Influence to Decide Against Administration				Influence to Decide For Administration			
	Women Educators		Superintendents		Women Educators		Superintendents	
	No.	%	No.	%	No.	%	No.	%
Responsibility and Challenge	55	8.77	4	12.90	235	31.71	20	65.06
Competition	78	10.53	4	12.90	81	10.93	17	54.84
Sex-Discrimination	126	17.00	4	12.90	58	7.83	10	32.25
Community-Role Expectations	89	12.01	12	38.71	76	10.25	12	38.71
Personal-Role Expectations	100	13.50	9	29.03	193	26.04	16	51.61
Religious Influences	77	10.39	12	38.71	32	4.32	1	3.23
Age	131	17.68	7	22.58	50	6.74	7	22.58
Academic Requirements	104	14.03	9	29.03	81	10.93	10	32.25
Distance to University	85	11.47	12	38.71	46	6.21	4	12.90
Teaching Experiences	79	10.66	1	3.23	167	22.54	21	67.74
Salary	30	4.05	1	3.23	235	31.71	26	83.87
Cost	134	18.09	17	54.84	27	3.64	4	12.90
Health	55	7.42	4	12.90	57	7.69	5	16.13
Other	24	3.23	0	0.00	7	.94	0	0.00

Table 59

Comparison of Responses of Utah Women Educators and Superintendents On the Effect of Selected Persons on Women's Decision to Prepare For and Enter Public School Administration

	Most Resistance				Most Encouragement			
	Women Educators		Superintendents		Women Educators		Superintendents	
	No.	%	No.	%	No.	%	No.	%
Husband	72	9.72	15	48.38	225	30.36	8	25.80
Family	68	9.17	15	48.39	222	29.96	9	29.03
Male Teachers	146	19.70	19	61.29	52	7.01	5	16.13
Female Teachers	83	11.20	8	25.80	140	18.89	15	48.39
Principals	119	16.06	5	16.13	115	15.52	12	38.71
District Staff Members	111	14.98	2	6.45	95	12.82	16	51.62
Superintendents	133	17.95	1	3.23	62	8.37	16	51.62
School Board Members	123	16.60	8	25.81	43	5.80	12	38.71
Others	13	1.75	0	0.00	7	.94	1	3.23

superintendents more often anticipated encouragement for the women educators from female teachers, principals, district staff members, superintendents, and school board members. The only persons from whom the teachers more often anticipated encouragement than did the superintendents were husbands and family members.

SUMMARY OF FINDINGS

This study produced the following findings regarding the preparations and plans of Utah women educators for positions in public school administration, and the attitudes of Utah women educators and superintendents toward women in school administration.

Findings Related to Question 1

Question 1. In 1976, how many Utah women in education were preparing or planning for administrative positions in the public schools?

1. By 1980, 2.32 percent of the Utah women educators surveyed planned to apply for an administrative

line position and 7.51 percent for an administrative staff position.

2. By 1980, 3.23 percent of the Utah women educators surveyed expected an administrative endorsement to their teaching certificate.

3. After 1980, 1.74 percent of the Utah women educators surveyed planned for an administrative endorsement to their teaching certificate.

Findings Related to Question 2

Question 2. What was the attitude of Utah women educators in 1976 toward opportunities for placement in administration for themselves and for women generally?

4. Over half (58.20 percent) of the Utah women educators surveyed expected sex-discrimination. Only 14.62 percent expected no sex-discrimination.

5. Of the Utah women educators surveyed, 38.33 percent advised other women educators to apply for administrative positions in any of seven general locations.

6. Most Utah women educators advised other women educators to apply for administrative positions in schools outside of Utah (54.93 percent) and district offices outside of Utah (51.42 percent).

7. Of all of the comments offered, 50 percent expressed lack of interest in administration and/or a preference for teaching over administration.

Findings Related to Question 3

Question 3. How would Utah women in education in 1976 rate selected factors and persons in terms of their influence on women to prepare or plan for administrative positions in the public schools?

8. Utah women educators reported they would be influenced to select a career in educational administration by responsibility and challenge (31.71 percent), salary (31.71 percent) and personal-role expectations (26.04 percent).

9. Utah women educators reported they would be influenced to decide against a career in educational administration by cost (18.09 percent), age (17.68 percent) and sex-discrimination (17.00 percent).

10. Utah women educators surveyed reported they would be encouraged to enter educational administration by husbands (30.36 percent), families (29.26 percent), female teachers (18.89 percent) and principals (15.52 percent).

11. Utah women educators surveyed reported that their choice of a career in educational administration would be resisted by male teachers (19.70 percent), superintendents (17.95 percent), school board members (16.60 percent) and principals (16.06 percent).

Findings Related to Question 4

Question 4. What were the attitudes of Utah school superintendents in 1976 toward women in public school administration?

12. Utah superintendents did not report any differences between male and female administrators in terms of their administrative practices or their relationships with students, teachers or parents.

13. Utah superintendents agreed (58.06 percent) that female administrators generally aspire to mid-level administrative positions.

14. Utah superintendents agreed that as compared with male administrators, female administrators received less encouragement to enter educational administration (77.42 percent), had to possess superior skills to succeed in administration (54.84 percent) and exhibited greater knowledge of teaching materials and techniques (57.61 percent).

15. Utah superintendents agreed that as compared with men, women need more encouragement to enter educational administration (83.87 percent), are less concerned about career preparation (54.84 percent) and do not prepare themselves academically for administrative positions (77.42 percent).

16. Utah superintendents expected women to be influenced to select careers in educational administration by salary (83.87 percent), teaching experiences (67.74 percent), responsibility and challenge (65.06 percent), competition (54.84 percent) and personal-role expectations (51.61 percent).

17. Utah superintendents expected women to be influenced to decide against careers in educational administration by cost (54.84 percent), community-role expectations (38.71 percent), religious influences (38.71 percent) and distance to a university (38.71 percent).

18. Utah superintendents expected women to be encouraged to select careers in educational administration by district staff members (51.62 percent), superintendents (51.62 percent), female teachers (48.38 percent), school board members (38.71 percent) and principals (38.71 percent).

19. Utah superintendents expect women to experience resistance for a career in educational administration from male teachers (61.29 percent), family (48.39 percent) and husbands (48.39 percent).

CONCLUSIONS

The findings of this study led to the following conclusions:

1. Utah women educators want other women educators to enter educational administration, but are not

interested in nor preparing for an administrative career for themselves because of their preference for teaching and their expectations of sex-discrimination, especially in their own schools and districts.

2. More Utah women educators were able to identify persons or factors which would influence them to select a career in educational administration than those which would influence them to decide against a career in administration.

3. Utah superintendents and women educators agree more about which factors would influence a women to decide for or against a career in educational administration than about which persons would influence that decision.

4. Utah superintendents agree that female administrators can fulfill the administrative role as well as male administrators.

5. Utah superintendents expect women to need encouragement and support from school personnel to enter school administration to counter-balance resistance from home and a lack of academic preparation and career emphasis.

RECOMMENDATIONS

For the State of Utah

1. It is recommended that school boards, school district administrators, professional education associations, and teacher training institutions identify potential

women administrators from among those planning a career and encourage and assist them to prepare for careers in school administration.

2. It is recommended that those groups which advocate for women's rights orient some effort to influence more women educators to prepare themselves for careers in educational administration.

3. It is recommended that school boards and district administrators identify the extent to which they communicate discriminatory attitudes to women educators and develop programs to convince women of their willingness to employ qualified women in administrative positions.

4. It is recommended that district affirmative action officers develop long-range programs to encourage and assist potentially qualified female educators to achieve placement in school administrative positions.

5. It is recommended that school superintendents and principals encourage potentially qualified women educators to pursue careers in educational administration through placement in departmental chairs or supervisory positions or other semi-administrative positions which do not require completion of an administrative endorsement.

6. It is recommended that teachers and counselors encourage girls who are planning careers to consider administrative positions in education.

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